

# 2023 Annual Report to the School Community

School Name: Tarneit Rise Primary School (8881)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 March 2024 at 03:24 PM by Nadia Bettio (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 April 2024 at 11:11 AM by Naomi Strauss (School Council President)

# How to read the Annual Report

---

## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

---

## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

---

## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

---

## School context

Tarneit Rise Primary School is located in the Wyndham City Council LGA in the outer western suburbs of Melbourne, approximately 30 kilometres from the Melbourne Central Business District.

The school was opened in 2018 for 209 prep–year 2 students. In 2023 the student enrolment was 1743.

In its foundation year, the school worked with families, staff, and students to create its mission, vision, and values:

Mission: Creating citizens for the future: compassionate, curious, and strong.

Vision: We empower all students to achieve personal goals, experiencing high-quality education and the best community for learning. This will ensure all learners have the knowledge, skills and attitudes to become lifelong learners, shaping the world around them and believing that, with effort, great things can be achieved.

Values: Respect, Responsibility, Kindness, and Growth.

In 2023 the Student Family Occupation Education (SFOE) index was .3643 (low-medium).

The staff work within Professional Learning Communities (PLCs).

The school grounds include an indoor multi-purpose hall, three main buildings with central flexible learning spaces and a number of relocatable buildings. The grounds include three separate adventure playgrounds, two netball courts, and a FIFA-grade soccer pitch.

The school anticipates four additional double-storey relocatable buildings in 2024 as well as the installation of an inclusive playground.

The staffing profile of Tarneit Rise Primary School in 2023 included a principal and 4.4 assistant principals, 113.5 full time equivalent teachers and 62 full-time equivalent Education Support (ES) staff. Overall, the school climate staff survey results were similar to state results. In 2023 time was provided in the meeting schedule for staff to fill in the survey, and therefore there was a high participation rate and accurate data.

The school continued to receive a positive endorsement from the parent community showing higher overall satisfaction compared to the state.

The school provides an approved curriculum framework differentiated to meet student needs.

The school provides an accredited Out of School Hours Care Program.

The school offers services including a well-being program supported by two social workers, a school chaplain, a psychologist, two speech pathologists, an art therapist, and a community liaison officer. Two staff are undertaking postgraduate study in inclusive education (Master of Learning Intervention) having been awarded scholarships by the Department of Education. One staff member has already completed this degree. This investment is building capability, skills, and knowledge of inclusive education to better support the needs of all students.

60-minute weekly specialist subjects are provided to all children in French, STEM, Physical Education, and Visual Arts/Performing Arts.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The school proudly celebrates its diversity and multiculturalism and 89% of children speak a language other than English at home. The school attracts a dynamic, caring and innovative staff who work within a collaborative culture, creating a strong sense of community spirit and high expectations. The school proudly supports a Human Rights Approach to Diversity and Inclusion.

In 2023 the school employed additional staff to provide literacy intervention for children – mainly in the early years. All literacy

intervention staff are trained in multisensory structured language (MSL) which is the approach the school takes to teach literacy in the early years. In 2024 the school will train intervention staff and senior leaders in MultiLit for tier 2 and tier 3 literacy intervention for grades 1 and 2 children. Oral language was a big focus for prep literacy instruction and literacy intervention, attributed to two years of COVID lockdown and students not being able to fully access 3 or 4-year-old kindergarten before starting school. Most children speak a language other than English at home, and coupled with COVID lockdowns, children's 'school readiness' was significantly impacted. Students achieved higher teacher judgment results in mathematics and English compared to those of similar schools.

In NAPLAN the school achieved similar results in reading and numeracy (years 3 and 5) compared to similar schools. The school will continue to focus on English instruction in 2024, with a particular focus on reading.

## Wellbeing

A high percentage of positive responses were received by years 4-6 students in the Attitudes to School Survey for a sense of connectedness and management of bullying. The results were higher compared to similar schools.

In 2023 the student leadership team analysed the responses to the Attitudes to School Survey and ran student forums to unpack the data further. As a result of the forums, the student leaders believed respect (of gender and cultural diversity) needed to be a greater whole school focus moving forward. The student leaders will be trained in peer mediation in 2024 and will participate in the Stand Up Project in response to information learned from the student forums.

The school administers a Social and Emotional Wellbeing survey each term. In 2023 the survey showed over 90% of children had positive responses. This survey is embedded in the assessment schedule and means the school can collect and track wellbeing data for all children from prep - year 6. Children who did not show positive attitudes were identified by name and provided intervention (wellbeing) supports. This data has also been used to set goals in children's Individual Education Plans (IEPs) to support them to feel safer and more connected.

The school plans to strengthen its wellbeing team in 2024 to be able to offer more wellbeing support to children and to strengthen community connections, including the employment of a Mental Health and Wellbeing Leader.

A continued focus for the school in 2024 will be student voice and agency. The school will continue working with the Quaglia Institute and is committed to making a difference - putting into practice the conditions that foster *everyone's* voice and aspirations in learning.

## Engagement

In 2023 the average number of absence days per student was 22.8, which was better than the previous year and like that of similar schools. The average number of absence days per student was higher than that of the state. Average attendance for individual cohorts ranged between 87% to 90%. Preps and grade 1 had the lowest attendance rate of 87%. The school was disappointed by these results. The school aimed to have over 90% attendance in each year level and had a strong focus on attendance over the year. This will continue to be a focus in 2024. There was a clear link with students who did not make expected growth and whose attendance was below 80%. The impact of prolonged absence on learning and social and emotional growth was clearly articulated to families (and staff), particularly around extended family holidays. Extended overseas holidays are a particular challenge for the school.

Due to the continued rapid increase of school enrolments and staffing (over 20% of new staff), it is critical that the school continues to have a strong focus on engagement, wellbeing, and inclusion so we have consistent and inclusive approaches to engagement, wellbeing and behavior management guidelines.

The school worked closely with its Pasifika families in 2023 to build engagement and attendance levels in this cohort. This work will continue in 2024.

---

## Other highlights from the school year

The school also offers several before/after school extracurricular programs including:

- Soccer Club
- Instrumental music
- Chess Coaching
- Choir
- French Club
- STEM Club
- Running Club
- Drama Club
- Breakfast Club

High Ability Program including Challenge and Enrichment Series

Student Leadership including Global Perspective Leaders

The school has a Marrung Champion who:

monitors attendance for indigenous students

supports staff to include cultural perspectives in the curriculum

supports transitions for indigenous students across the school as required

coordinate Student Support Group meetings and the writing of Individual Education Plans for indigenous students

---

## Financial performance

2023 saw Tarneit Rise begin the year with 1743 students (February Census) and end with 1775 students on the August census. Equity funding is determined by the August census data. Tarneit Rise received \$237,855.96.

Tarneit Rise received donations to the building and library fund in 2023 in which donations are tax deductible and parents can voluntarily donate to. In the school building fund, we received \$49,429.50, and in the library fund, we received \$51,371.96. There was a lot of work completed throughout the year including carpet replacement, landscaping, and joinery works. Tarneit Rise Primary School began the school year with a credit surplus of \$2,830,761. Tarneit Rise Primary School finished 2023 with a credit surplus of \$5,645,285. This surplus will be used to further develop the ICT equipment, grounds, and facilities for our growing school.

The school received grants for the following:

- \* Primary Welfare
- \* Swimming In Schools
- \* Early Years Koorie Literacy and Numeracy Program
- \* National Student Wellbeing Program
- \* Student Excellence Program
- \* Tutor Learning Initiative

**For more detailed information regarding our school please visit our website at**  
<https://www.tarneitriseps.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1743 students were enrolled at this school in 2023, 809 female and 934 male.

81 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

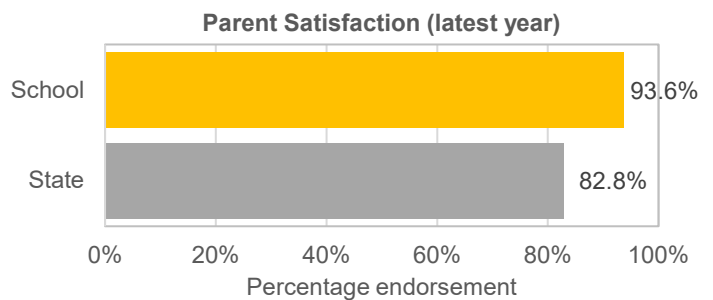
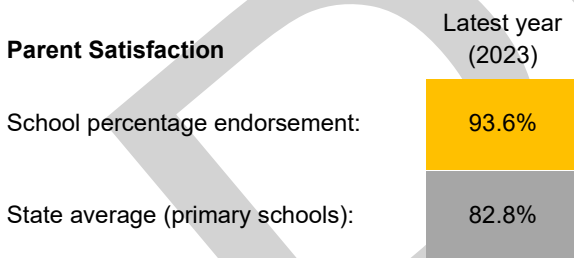
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

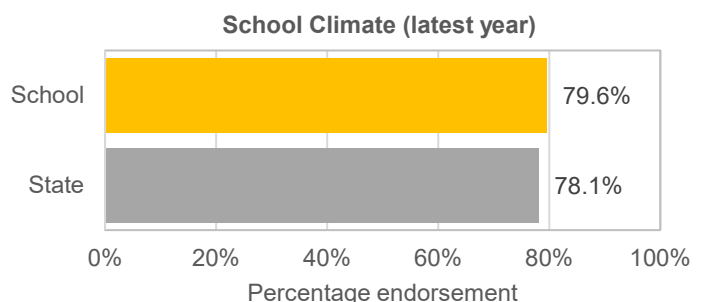
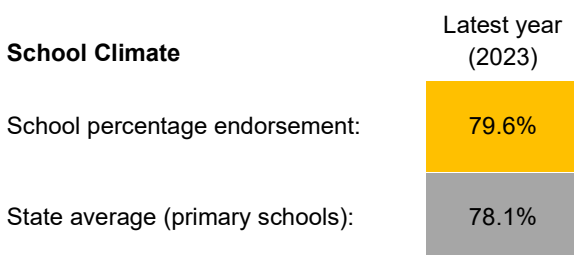


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

92.2%

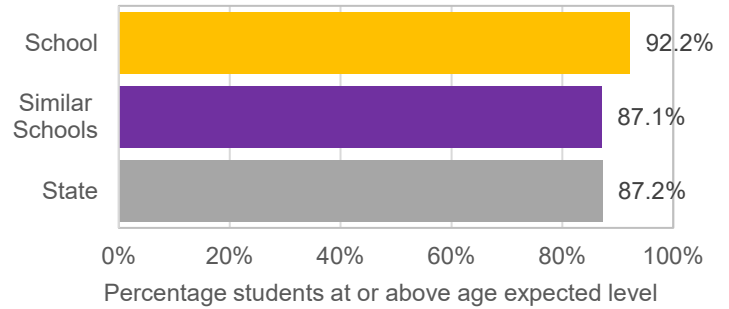
Similar Schools average:

87.1%

State average:

87.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

89.8%

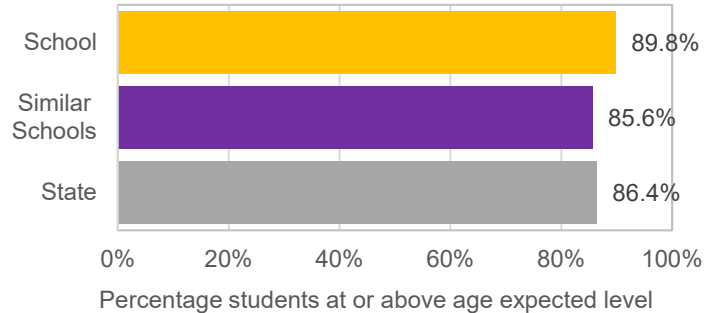
Similar Schools average:

85.6%

State average:

86.4%

#### Mathematics (latest year) Years Prep to 6





**LEARNING (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN**

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

68.3%

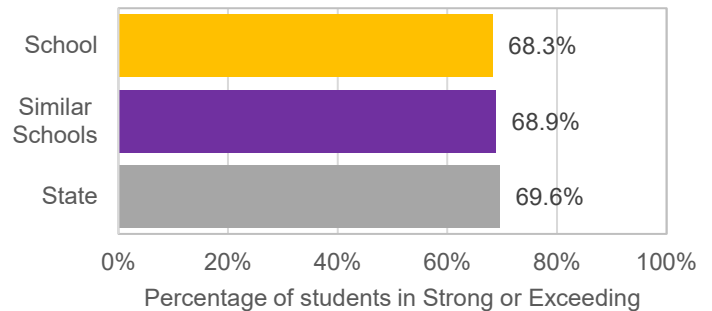
Similar Schools average:

68.9%

State average:

69.6%

**NAPLAN Reading (latest year)  
Year 3**



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

74.9%

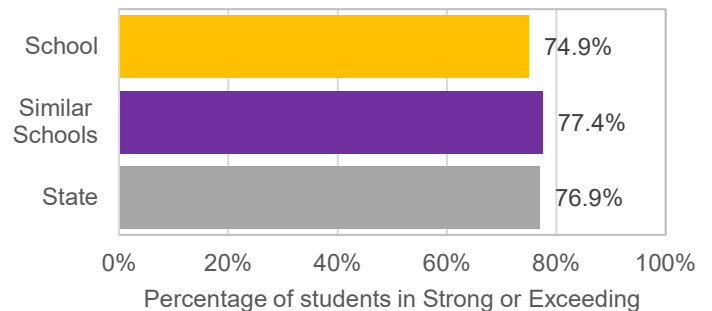
Similar Schools average:

77.4%

State average:

76.9%

**NAPLAN Reading (latest year)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

65.5%

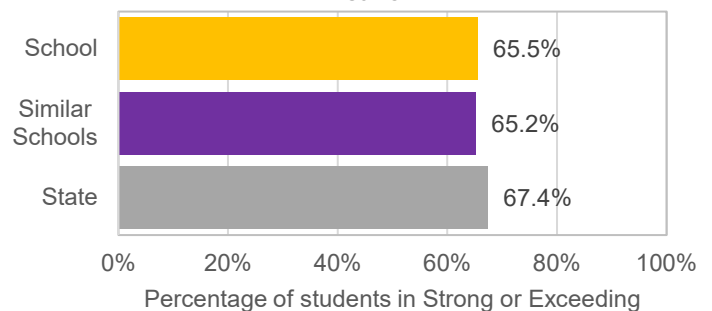
Similar Schools average:

65.2%

State average:

67.4%

**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

68.3%

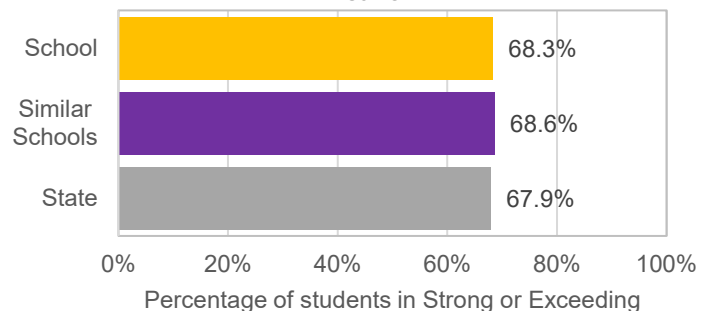
Similar Schools average:

68.6%

State average:

67.9%

**NAPLAN Numeracy (latest year)  
Year 5**



**LEARNING (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN 2022**

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

81.6%

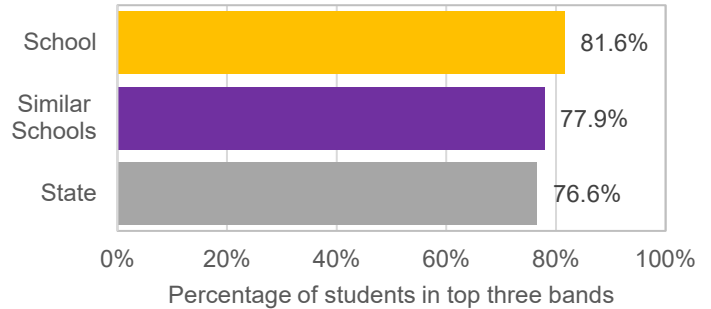
Similar Schools average:

77.9%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

74.1%

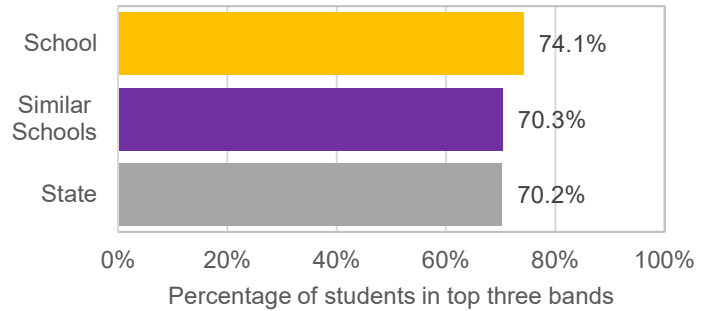
Similar Schools average:

70.3%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

63.2%

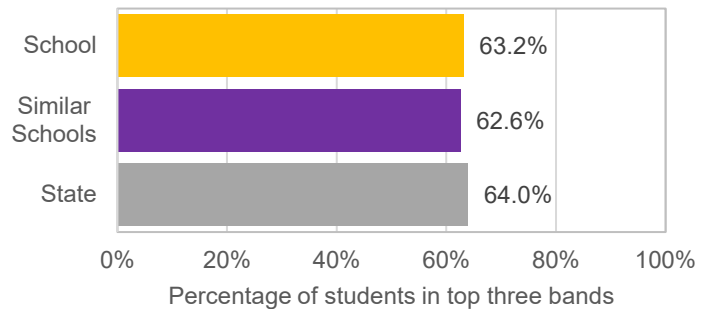
Similar Schools average:

62.6%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

57.5%

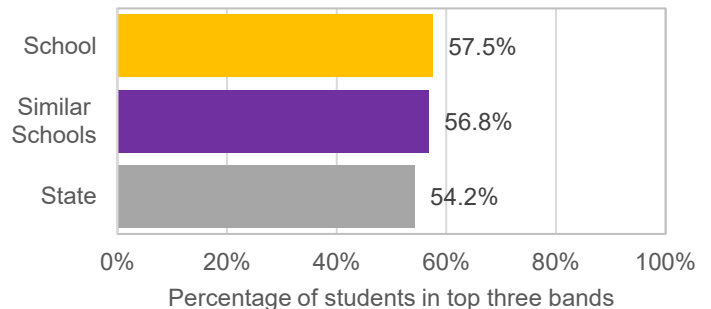
Similar Schools average:

56.8%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

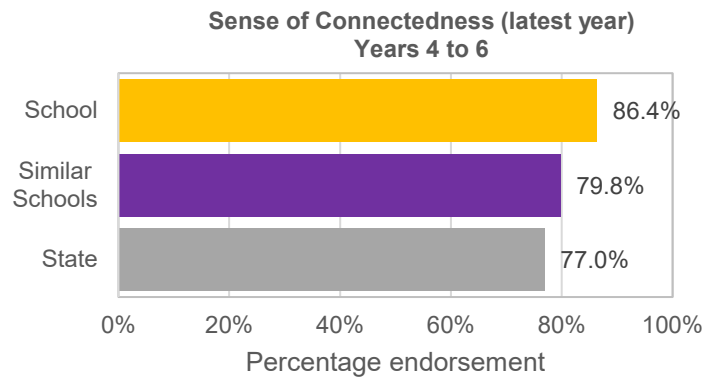
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	86.4%	84.1%
Similar Schools average:	79.8%	81.2%
State average:	77.0%	78.5%

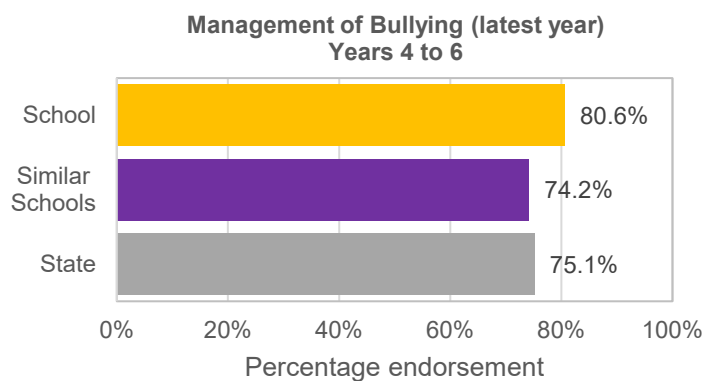


### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	80.6%	78.6%
Similar Schools average:	74.2%	75.7%
State average:	75.1%	76.9%



## ENGAGEMENT

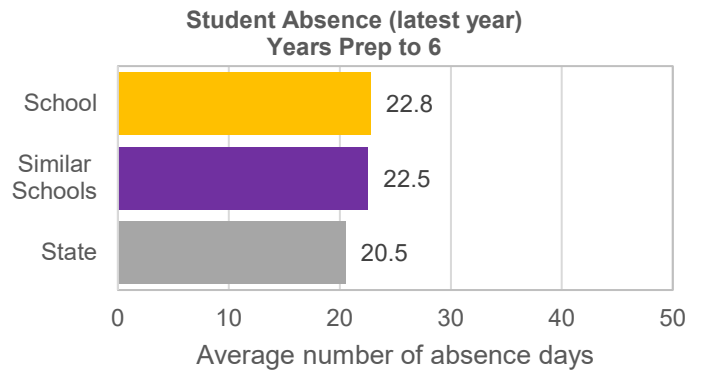
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.8	21.4
Similar Schools average:	22.5	20.1
State average:	20.5	18.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	87%	87%	89%	89%	89%	88%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$21,262,614
Government Provided DET Grants	\$1,520,952
Government Grants Commonwealth	\$55,024
Government Grants State	\$0
Revenue Other	\$183,265
Locally Raised Funds	\$676,687
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$23,698,542</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$237,856
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$237,856</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,551,050
Adjustments	\$0
Books & Publications	\$38,994
Camps/Excursions/Activities	\$243,064
Communication Costs	\$10,279
Consumables	\$408,245
Miscellaneous Expense <sup>3</sup>	\$125,868
Professional Development	\$60,636
Equipment/Maintenance/Hire	\$241,205
Property Services	\$242,367
Salaries & Allowances <sup>4</sup>	\$320,017
Support Services	\$638,656
Trading & Fundraising	\$32,364
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$94,098
<b>Total Operating Expenditure</b>	<b>\$18,006,843</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$5,691,699</b>
<b>Asset Acquisitions</b>	<b>\$126,412</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2023**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,786,176
Official Account	\$48,800
Other Accounts	\$193,691
<b>Total Funds Available</b>	<b>\$2,028,667</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$377,042
Other Recurrent Expenditure	(\$1,656)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$516,807
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$892,193</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*